Summary of UIP - Action PLAN

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| **Description of Action Steps-Writing** | **Implementation Benchmarks** | **Status of Action Step** | **Notes** |
| Continue to implement writing instruction  framework supporting state core standards in  writing through a Writer's Workshop format to include: focused mini-lesson, independent writing practice, use of mentor texts and anchor charts, modeling, conferencing, goal-setting, sharing & summarizing. | Provide teachers with  planning time and  professional development  around Core Standards.  Collect school data through monthly literacy walkthroughs to determine  percentage of classrooms  implementing the components in the writing  framework.  Use of writing prompts and rubrics to assess student progress and determine instructional needs. | Literacy walks have recorded  a growth in the use of best  systemic practices  throughout the building.  For example - use  of mini-lesson from 79% to 100%, use of small guided writing groups from 21% to 52%. During writing instruction, students can state purpose, format and audience from 36% to 47%. |  |
| Professional Development for staff to utilize student created resources to increase student achievement in writing independently.  Examples of student created resources -  anchor charts, use of mentor texts, thinking  maps, exemplars | Complete 8 hours of  professional development  sessions and follow-up.  Observe posted thinking  maps at each grade level  and content area.  Classroom environments  include anchor maps,  student exemplars and  mentor texts. | Actions steps are in progress  with some training on the  use of mentor texts, student  exemplars, and anchor charts. Scheduled professional  development on thinking maps and time line for using each type of thinking map. |  |
| Continue to implement best practices in writing  by increasing the number of classrooms using each of the research-based, best practices. | Monthly walk-throughs for observations and data collection on practices observed and provide feedback to teachers. Teachers complete online survey in May 2012 to show growth in the usage of practices. | The implementation is in progress after identifying  the action in Jan.2011.  Teachers completed a  Progress monitoring survey in May of 2011 which  showed an increase in the  use of best practices in  writing instruction. |  |
| **Description of Action Steps-Math** | **Implementation Benchmarks** | **Status of Action Step** | **Notes** |
| Utilize new Core Math Standards to plan  instruction and use research-based practices which include: warm-up, math lesson,  independent practice, summarize learning,  exemplars, identify and practice constructed  responses, utilize data to determine  interventions and instruction needed by  students. | Use of exemplars to provide feedback to students.  Use of Acuity, Origo, &  math assessments (YPP-CBM’s) to determine progress.  Continue RTI monthly  meetings between  interventionists and  classroom teachers to  assess progress and  identify instructional needs.  Collect data through teacher observations and  discussions with teachers. | Purchase math materials after  Consultation with math  department is in progress.  Scheduled math lab  intervention is in progress.  Interventional support offered  Within classroom structures.  Continue ongoing analysis of  results of classroom  assessments - Completed for  Acuity A and initial Origo or  Math assessments. |  |
| Continue professional development activities  using student constructed responses in mathematics, use of exemplars, and student  conferencing strategies to improve and sustain  student mathematics achievement. | Teachers will review Core  Standards and post  mathematical terms used in each unit and students will be observed using terms during oral discussions to explain their thinking.  Student work will be posted exemplifying constructed responses. Teachers will analyze Acuity results by class and individual student to determine specific needs  in instruction and implement changes.  Walk-throughs observing  mathematical practices,  data collection and  feedback to teachers  regarding observations of  student learning. | Continue to provide specific  feedback to students to  improve mathematics skills.  Acuity A has been analyzed  and instruction identified for  core instruction and  interventions. |  |